DOCUMENT RESUME

ED 425 402 CG 028 972

AUTHOR Callard-Szugit, Rosemary
TITLE National Diffusion Network: Project Enrichment Exemplary Program.
PUB DATE 1997-07-00
NOTE 6p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Enrichment; Curriculum Evaluation; Elementary Education; Elementary School Students; *Language Arts
IDENTIFIERS *National Diffusion Network Programs

ABSTRACT

The United States Department of Education recognizes and supports exemplary programs through the National Diffusion Network (NDN). Established in 1974, NDN is based on the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of NDN is to disseminate information about approved programs so that educational agencies with special needs may choose from an array of programs and select that particular program which meets the agencies' needs, philosophy, and resources. Project Success Enrichment (PSE) is one exemplary program. As a model program to enrich and extend language arts, PSE was originally designed for gifted and talented students. It is now serving students in the regular classroom, special education, Chapter 1, multicultural, and at-risk students. The academic objectives and ability development objectives of PSE are listed and an introductory activity in language arts is presented. PSE also includes units in visual arts. As a statistically proven program in reading, writing, and literary analysis, PSE requires and teaches students to use higher level thinking rather than engaging in a "fill in the blanks" type of learning. (Author/EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 425 402

Chapter Four

National Diffusion Network: Project Enrichment Exemplary Program

Rosemary Callard-Szugit

The United States Department of Education recognizes and supports exemplary programs through the National Diffusion Network (NDN). The Network was established in 1974, based upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about approved programs so that educational agencies with special needs may choose from an array of programs and select that particular program which meets the agencies' needs, philosophy and resources.

The Network is dedicated to helping local school districts, private schools, intermediate service agencies, state departments of education and post-secondary institutions in their continuing efforts to improve educational opportunities and achievement for all.

Since its inception in 1974, the NDN has grown from 76 to more than 440 nationally recognized exemplary programs. The impact of the NDN on American education has been enormous. In just one year, 93,900 persons received in-service training and an estimated 4.7 million students benefited.

Project Success Enrichment (PSE) is one of these exemplary programs. As a model program to enrich and extend language arts, PSE was originally designed for gifted and talented students. It is now successfully servicing students in the regular classroom, special education, Chapter 1, multicultural and "at-risk" students. PSE meets National Goal for Education 3, because it assists students in learning to use their minds and further their understanding of language arts and the visual arts, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

As a statistically proven program in reading, writing and literary analysis, Project Success Enrichment requires and teaches students to use higher level thinking rather than engaging a *fill-in-the blanks* type of learning.

Both the language arts and visual arts curricula segments of Project Success create "magic" within the minds of children and adults.

The curriculum areas focus on academic and ability development objectives. I've listed the language arts objectives for you as follows:

CG028972

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Walz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Academic Objectives

(a) To help students learn skills of word expansion in order to increase writing vocabulary.
(b) To help students learn the use of personifications and similes in order to develop imagery in their written compositions.
(c) To help students learn skills of sentence expansion and sentence variation in order to develop more sophisticated sentence structure.
(d) To help students learn to recognize various types of themes in poetic expression in order to organize their writing around a central thought or idea.
(e) To help students become acquainted with a number of different organizational patterns used in poetry and short story writing to increase their understanding of writing formats.

Ability Development Objectives

I. SELF-MANAGEMENT:
(a) To present "low-risk, no-lose" type situations where students will contribute constructively to the development of a classroom activity.
(b) To create an environment where children feel free to use their imaginations in order to develop a format for self expression.

II. SOCIAL SKILLS:
(a) To develop mutual respect and sharing constructive listening skills among students.
(b) To promote positive oral communication among students by emphasizing trust-building activities.

III. THINKING SKILLS:
(a) To help students develop higher level thinking skills of application, analysis, synthesis and evaluation.
(b) To present an atmosphere where ideas are developed and expanded by teachers and students in order to explore multiple alternative approaches to completing a designed activity.

Introductory Activity

Children develop some sort of a vocabulary before they enter school and build on it during their beginning school years in varying degrees depending on the individual's experiences. Often, a child who has a very extensive reading vocabulary does not use it in his or her written expression. He or she still depends upon what we call 5-cent words for expression, such as bad, good, big, little, happy or sad.

WORD WORTH CHART(S)

Start with a chart like the one below:

.05¢	.25¢	.50¢	$1.00
big			
little			

Talk about the kinds of words we use to express ourselves in a writing activity. Discuss the fact that we used words like "big" and "little" in the kindergarten and first grade and still depend on them now. Shouldn't we be using a more sophisticated vocabulary?

Here are some examples of how this lesson may very easily develop.

CHART A

.05¢	.25¢	.50¢	$1.00
big	huge	enormous	massive
little	tiny	microscopic	colossal
			infinitesimal
			minute

CHART B

.05¢	.25¢	.50¢	$1.00
big	huge	enormous	massive colossal
little	tiny	microscopic	
bad (weather)	dark	dreary	dismal
good	wonderful	fabulous	stupendous
happy	excited	joyful	elated

It is also fun and very instructive to fill in the $1.00 sections of the charts first, then have the students work backwards to fill it in. Using a scattered word approach on the chart with the students is also a terrific way to reinforce this lesson.

Two more of the many sequential patterns for writing, creativity and sophisticated vocabulary included in Project Success Enrichment follow:

Example 1

Adjective, adjective noun
Verb, adverb(ly)
Adjective noun, adjective noun
Adverb(ly) noun, verb

(could translate into)

Soft, moist buds
Opening petals slowly
Cloud-speckled sky, radiant sun
Quietly spring unfolds

Example 2

(Using personifications)

Adjective, verb, adjective (the) noun
Adjective, adjective, noun, verb, adverb, prep. phrase

Adjective, noun, verb, prep. phrase
Personification

(could translate into)

Silent is the tree
Large, transparent droplets hang heavily from each barren branch
The wind whistles through the icy branches
As the giant tree stands alone and weeps pitch in its loneliness

There are three levels of training for Project Success Enrichment, each utilizing two days of instruction with a certified trainer.

The Visual Arts segment of PSE is another entire phenomenally brilliant segment of the overall curriculum of Project Success, including the three components of (a) Subject Matter, (b) Composition and (c) Content or Meaning. Their characteristics and implications in art include Fluency, Flexibility, Originality, Elaboration, Courage, Complexity, Curiosity and Imagination.

While I focused primarily on the Language Arts section of Project Success during my presentation today, the entire program of the Language Arts and Visual Arts is the very best I've ever seen for extending, enriching, and training development for excellence in the cognitive minds and affective souls of our children!

In closing, I would like to share one of my favorite poems written by one of our fifth graders who received training with PSE.

THINKING

Thinking is having a mind bursting with thoughts and ideas,
feelings and emotions.
Will it ever be guided and allowed to produce an idea
So ENORMOUS that
it will be known forever to man?
Or. . .
Will it die without ever really having lived?